

Faculty of Education

Lesson Plan Template

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| **Subject / Course:** English Language Arts | **TC Name:** Heather Owen | |
| **Grade Level:** 8 | **Date:** October 27, 2010 | |
| **Topic:** Paragraph Assignment (Descriptive) | **Length of Class:** 40-45 min | |
| **AT Name:** Sandra Seeney | **Room # / Location:** 202 | |
| **1. Curriculum Expectation(s) and Goal(s) for the Lesson** | |  |
| 1. **Expectations**: (Curriculum Documents: English, 2006)  |  | | --- | | **2.3** regularly use vivid and/ or figurative language and innovative expressions in their writing  **2.4**  vary sentence types and structures for different purposes | | | |
| 1. **Goal(s) for the lesson:**  |  | | --- | | * Be able to follow instructions * Give detailed instructions to a peer * Write an descriptive paragraph * Draw a picture that reflects the instructions | | | |
| **2. Preassessment and Accommodations/Modifications** | | |
| |  |  | | --- | --- | | **Preassessment:** | **Accommodation/Modification:** | | **Academic Needs:**  -students may finish early  -students may not understand what is expected  -students with assistive technology | * Students that finish early will be asked to continue working on any unfinished homework * for individual work, teacher will circulate * students with assistive technology can use their laptops for the rough copy, and good copy of paragraph, but must draw the picture by hand | | **Behavioural/Social/Emotional Needs:**  -distracted students  -students not participating | * students will be encouraged to work independently throughout the lesson * Students will have the option to start their drawing first, or their paragraph first | | **Physical Needs:**  -peanut allergy  -mobility issue | * there should be no need for modification for either of these students * for the student with the mobility issue, there is a pathway in the desks | | **Diversity Needs:**  -boys and girls  -different learning types | * since there are no language issues in this class, there will be no need for modification * different learning types will be addressed throughout the lesson and the assignment | | | |

**3. Learning**

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| * Students will stay in their seats for this lesson * Think About It will be written on the board in the morning, and students will be asked to copy it down then * The Think About It will be taken up at the beginning of the lesson * Instructions will be given for the first handout (rough draft) * Handout will then be given to the front row, and asked to distribute backwards * Instructions will be given for the second handout * Handout will be passed out in the same manner as previous * Students will be told that they can either start on the picture, or the paragraph * Students are told that full assignment will be due next Tuesday, and they will be getting two more paragraph handouts * Students can work individually for the rest of the period |

**4. The Overview (Agenda) for your lesson:**

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| -Think About It  - Rough Copy  -Individual Work |

**5. Resources and Materials for your class**

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| -70 copies of the rough draft paragraph planner  -70 copies of the picture/ paragraph sheet  -projector + screen  -clear slide (descriptive story – adjectives + adverbs) -non-permanent marker (for underlining) |

**6. Content, Teaching Strategies, for Lesson**

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| ***Time*** | ***Teaching or***  ***Assessment Strategy*** | ***Detailed Description*** |
| *(5 min)* | *Think About it* | *Write 5 adjectives that describe a spider. Remember your 5 senses! (see, touch, hear, smell, taste)*  *Ex: large/ small/ round/ white/ long-legged etc.*  *Smooth/ hairy/ creep-crawly/ squirmy*  *Crunching/ snarling*  *Stale/garbage/ foul*  *(if time permits)* |
| *( 20 min)* | *Instruction* | “Can everyone close their language notebooks for now, and take out your reference duotangs. Open them to the page I handed you yesterday titled Paragraph Writing. Today we are going to be focusing on the Descriptive Paragraph.”  “Can I have a volunteer to read to me the paragraph on Descriptive Paragraphs?” (pick volunteer)  “Good, now can someone describe that in their own words? Maybe give an example of where they would find a descriptive paragraph?”  “Good. So a descriptive paragraph is a paragraph that gives a description of a person, place or thing; and you’re right! They are mainly found in novels! Authors use this type of writing to engage readers, and allow them to feel and “see” what the author is portraying through their writing. Let’s take a look at an example!”  (put The Haunted Soccer Field quote on the overhead.)  -have students tell the teacher which words are adjectives, and underline them |
| *(20 min)* | *Application* | “Yesterday I asked you to write an expository paragraph about carving a pumpkin. Today I want you to write a descriptive paragraph about your Jack-o-lantern. Be creative! After you have done your rough copy, you can come up to the front, and pick up your good copy”  -write Jack-O-Lantern on the board with a circle around it to indicate the brainstorm bubbles  REMINDER: MUST DO PARAGRAPH FIRST! DRAWING SECOND! |
| *(5 min)* | *Consolidation* | *-This activity is the first part of a 2-part assignment.*  *-Both paragraphs (and pictures) [good copies] will be due on Friday, October 29, 2010*  *-if student is away on Friday, they will hand theirs in on Thursday, or get a friend to*  *bring it in on Friday.*  *-Remind students to refer to the sheet on writing a paragraph when doing their rough/ good copy* |
| *(5 min)* | *Clean up* | Close your books and get ready for science! |